DOCUMENT RESUME

ED 368 867 CE 065 994

TITLE	Saskatchewan Institute of Applied Science and Technology Program Review Policy and Procedures. Revised Edition.
INSTITUTION	Saskatchewan Inst. of Applied Science and Technology, Saskatoon.
PUB DATE	Dec 93
NOTE	34p.; Revised by the SIAST Program Review Committee.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Accountability; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Guidelines; Models; *Program Evaluation; Self Evaluation (Groups); Success; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS	*Saskatchewan

ABSTRACT

This document presents a model 5-year cyclical program review procedure for evaluating the quality and labor market relevance of programs offered by Saskatchewan Institute of Applied Science and Technology (SIAST). According to the review procedure, committees of SIAST and industry representatives will verify that SIAST programs are accountable to applicable educational legislation by gathering information that may also be used in planning/budgeting/decision making. Discussed first are the authority, scope, purpose, and goals of the model. A brief overview of the review process is presented and followed by: detailed explanation of the program review process; a discussion of the program review committee structure; a detailed outline of the methodology and sources of input for the review process; and a list of factors to be assessed when reviewing programs. Appended are the following: a sample format for writing a final evaluation report; a list of elements to be included in program descriptions; sample registration data matrix; and a list of factors (program inputs, teaching-learning process, and program outputs) to be examined in the program review process. (MN)

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SIAST

SASKATCHEWAN INSTITUTE OF APPLIED
SCIENCE AND TECHNOLOGY

PROGRAM REVIEW POLICY AND PROCEDURES

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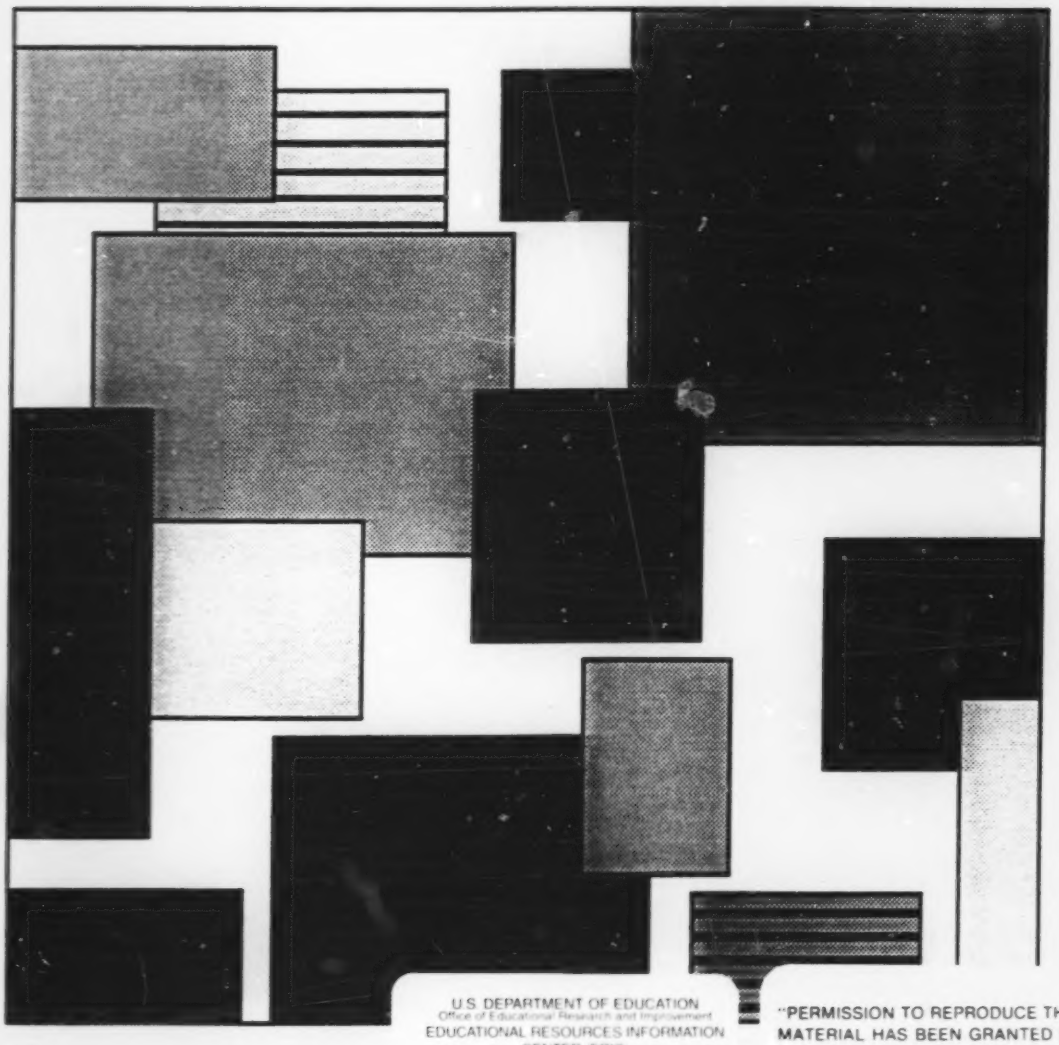

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SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

PROGRAM REVIEW

POLICY AND PROCEDURES

Revised by the SIAST Program Review Committee
1993-94

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FIRST PRINTING - SEPTEMBER 1990
REVISED - NOVEMBER 1992
REVISED - DECEMBER 1993

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ACKNOWLEDGEMENT

The SIAST Program Review Committee gratefully acknowledges the contributions of others who have assisted in the development of this program review manual.

Special notice of thanks to Humber College for sharing ideas and experiences, especially about the process of internal committee evaluation.

Other SIAST contributors also include: Bill Black, Bob Berthiaume, Neil Tamlin, and John Landgraf.

AUTHORITY

Program review provides a means of accountability to the legislation of the Institute Act. This Act makes provision for program review at the request of the Minister of Education. The SIAST Board has directed that all institutes evaluate their programs at least once every five years. Each institute is given the responsibility to conduct its own reviews. In situations where programs exist on more than one institute the reviews will be coordinated by the SIAST Program Review Committee.

SCOPE

The program review process encompasses all core-funded credit programs and their extension components that are offered through SIAST.

PURPOSE

The primary purpose of the program review model is to assess the success of a program in achieving the intended goals of quality education and relevancy to labour market needs.

The review process is an opportunity for growth. It is designed to be a positive experience that will allow a program to affirm its strengths and become aware of ways it can become more effective.

GOALS

The goals of the review process are to:

1. Improve program quality.
2. Ensure the relevancy of the program to labour market needs.
3. Provide usable data for effective planning/budgeting/decision making.

OVERVIEW

Program review is designed as a five year cyclical process that is managed by a coordinator at each institute. The four institute coordinators and the program consultant, SIAST Secretariat, comprise the SIAST Program Review Committee whose responsibility is to oversee and coordinate the reviews for all of SIAST.

Each program review is carried out by a separate committee of institute and industry representatives. The roles and responsibilities of committee members are described later in this manual.

Each committee assesses the quality and relevance of a specific program by examining that program's context, inputs, processes and outcomes in relation to key factors and indicators of success.

The review process identifies program strengths and limitations and makes recommendations for program growth and improvement. A report on the progress of the recommendations is written at six and twelve month intervals, following the release of the final report.

PROGRAM REVIEW PROCESS

Each credit program at SIAST is reviewed following this process to maintain consistency and comparability:

1. Establish the program in the 5-year schedule.

   The SIAST program review committee, in consultation with institute management, establishes and revises the five-year schedule to ensure that all credit programs are reviewed and to facilitate coordination of effort for any programs with multi-institute delivery. Any multi-institute program is reviewed at all institutes in the same academic year.

2. Select the review committee.

   Each academic year, separate review committees are selected at the institutes to conduct the reviews. The committees consist of a chairperson, the program review coordinator, the program resource person, a third party member and a representative from the occupation. The dean of the program under review is an ex-officio member of the committee. (See the section on Program Review Committee structure for detailed description of roles and responsibilities.)

3. Conduct the review.

   The review is conducted over a period of three or four months with the committee meeting several times during that time period. The process of the review involves gathering data, analyzing and interpreting the data, and making recommendations based on the interpretation.

   The outcome of the review is a draft written report which contains the recommendations, methodology used, discussion of issues, strengths and weaknesses, and various support documentation (e.g. questionnaire results, program description documents). See Appendix A for report format.

   The draft report is presented to the respective program head and dean for review to eliminate any errors of fact or interpretation. (Not necessary if they are part of the review committee.) The committee then approves a final version of the report.

4. Present the report to the principal.

   Once the final report is approved by the committee, it is submitted to the principal for review and acceptance. All responsible parties identified in the final report recommendations will be required to plan and implement a course of action to respond to those recommendations that fall within their jurisdiction.

5. Distribute report to stakeholders.

a) Single institute review.

For a single institute review, the report is distributed to the various stakeholders, once it has been accepted by the principal.

The whole report is distributed to:

- principal
- dean of program division
- chairperson of review committee
- program review coordinator
- chairperson, advisory committee or board
- program head/coordinator
- Research and Development, SIAST Secretariat

An abbreviated report is distributed to:

- program advisory committee or board members
- program review committee members

The principal and program review committee shall determine any further internal access to the report.

The program consultant, SIAST Secretariat:

- receives and compiles all review reports from all institutes
- handles the release of the total report or portions thereof to external agencies/organizations, and Saskatchewan Education, Training and Employment (Institute Liaison Branch).

b) Multi-Institute reviews.

Recommendations for multi-institute programs are synthesized by the program consultant, SIAST Secretariat, in consultation with the institute program review coordinators. The synthesized recommendations are forwarded to the institute principals for approval. Once approved, the reports and coordinated recommendations are released for distribution as in the single institute review.

6. Conduct follow-ups to the review.

At six and twelve month intervals following the submission of the report to the institute principal, the division dean and program head are required to report on action taken on all the listed recommendations. This written report is submitted to the institute principal. The report includes an outline of action taken to address each recommendation. The status of each recommendation is categorized as one of the following:

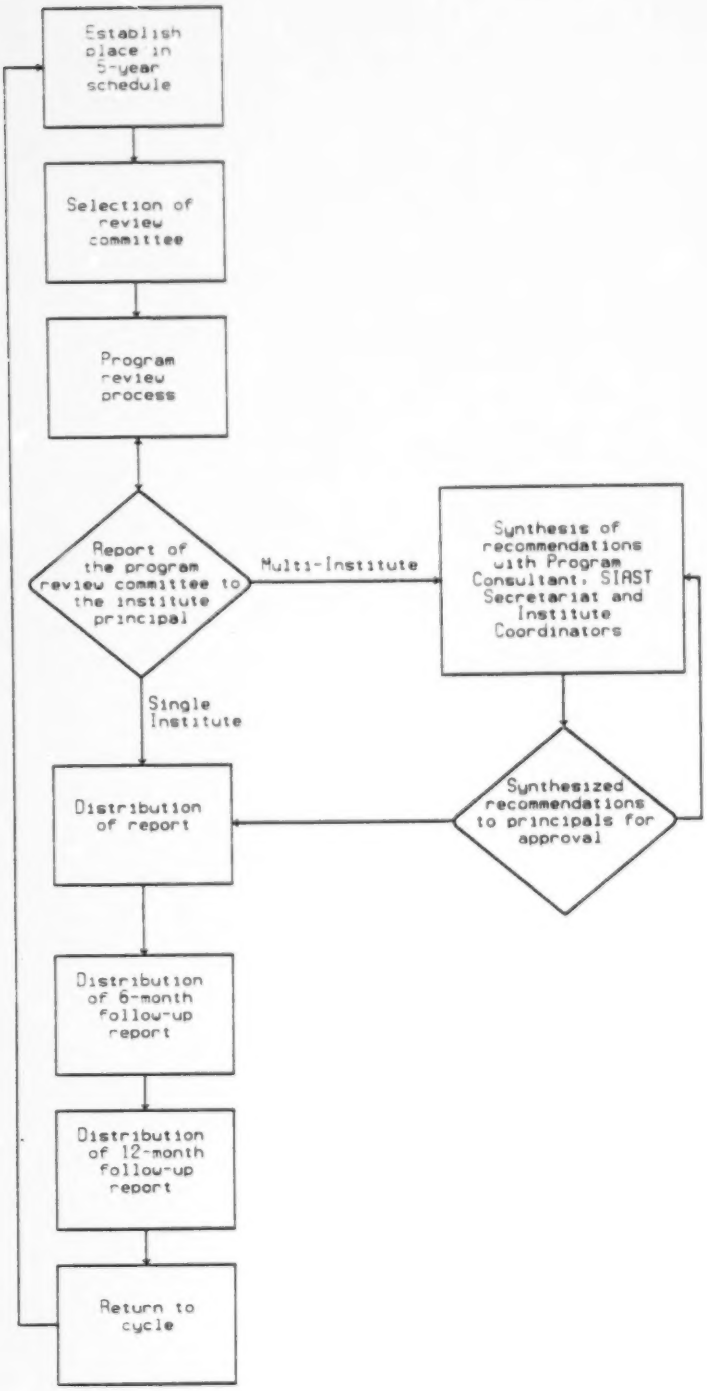
a) Resolved: recommendations successfully implemented;
b) In Progress: recommendations in the process of being resolved;
c) Unresolved: recommendations unable to be resolved with explanation.

These follow up reports are distributed as outlined in Section 5.

7. Repeat the cycle.

The process will be repeated for the program in the next five-year cycle.

PROCESS


Establish place in 5-year schedule
Selection of review committee
Program review process
Report of the program review committee to the institute principal
Multi-Institute
Synthesis of recommendations with Program Consultant, STAST Secretariat and Institute Coordinators
Single Institute
Distribution of report
Synthesized recommendations to principals for approval
Distribution of 6-month follow-up report
Distribution of 12-month follow-up report
Return to cycle

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PROGRAM REVIEW COMMITTEE STRUCTURE

ROLE	RESPONSIBILITIES
01. PROGRAM REVIEW COORDINATOR: * full time faculty person, reporting to the principal	1. Coordinates the review process among corollary institute programs. 2. Acts as the facilitator and resource person to each institute review committee. 3. Submits annual schedule of programs to institute management team for selection of chairpersons. 4. Chooses third party member in consultation with chairperson, division dean and/or principal. 5. Explains the review process and working procedures to each review team and to other stakeholders involved with the review. 6. Assists program resource person to individualize standard questionnaires. 7. Assists review teams to establish critical path and assists with meeting arrangements. 8. Ensures appropriate questionnaires are distributed, received, computer analyzed and returned to the respective review committee. 9. Participates in review process and in the analysis and interpretation of data. 10. Assists chairperson in the writing of the report (Sections 5-8. See Appendix A). Compiles and distributes final report. 11. Monitors the follow-up process and ensures the principal's office and deans are aware of the six and twelve month deadlines. 12. Compiles and distributes follow-up reports.

02. CHAIRPERSON:

* Any member from institute management team or faculty member not from the program under review.

1. Chooses third party member in consultation with division dean, program review coordinator, and/or principal.
2. Assists in establishment of critical path.
3. Arranges and chairs all committee meetings.
4. Invites guests to make presentations.
5. Writes final report in conjunction with the third party member and program review coordinator.

03. PROGRAM RESOURCE PERSON:

* A faculty member, program head or coordinator from program under review.

1. Works with program review coordinator to ensure the standard questionnaires include necessary program specific questions.
2. Prepares and presents a narrative regarding program under review. Assembles copies of printed program information for distribution to review committee members.
3. Informs program review coordinator of the number of faculty and student questionnaires required. Distributes, collects and returns these questionnaires to program review coordinator if requested.
4. Provides list of employers to program review coordinator for questionnaire distribution.
5. Informs program review coordinator of date of next advisory committee meeting.
6. Selects the industry representative(s) to serve on review committee. Selection to be approved by the division dean.
7. Conducts a tour of program facilities as part of data collection stage.

04. THIRD PARTY MEMBER:

* A faculty member, program head or coordinator.

1. Participates in review process and in the analysis and interpretation of data as a neutral third party.
2. Assists chairperson to write the final report, if requested.

05. DEAN OF DIVISION UNDER REVIEW:

* Ex-officio

1. Chooses third party member in consultation with chairperson and program review coordinator.
2. Approves the selection of the industry representative.
3. Participates in the review process and in the analysis and interpretation of data.
4. In conjunction with the program head or coordinator, responds in writing to the principal, regarding follow-up on the review committee's recommendations at 6 and 12 month intervals.

06. INDUSTRY REPRESENTATIVE:

* Individual(s) from the advisory board/committee or from the occupation.

* Chosen by program resource person and approved by division dean.

1. Provides input from a contemporary industry perspective.
2. Participates in the review process and in the analysis and interpretation of data.

07. RECORDING SECRETARY:

* Chairperson's secretary.

1. Records and distributes minutes of all review meetings.
2. Maintains file of appropriate documents for inclusion in final report. (e.g. registrar's report, survey results.)
3. Schedules interview times for guests of the review committee, if requested.

METHODOLOGY AND SOURCES OF INPUT FOR THE REVIEW PROCESS

1. Stakeholder Groups

   The following stakeholder groups are requested to complete questionnaires concerning their viewpoints on the quality and adequacy of education provided by the program. Each group is given the opportunity to address the review committee individually, as a group or by representation.

   a. **EMPLOYERS** of program graduates
   b. **GRADUATES** of the program
   c. **CURRENT STUDENTS** enroled in the program
   d. **FACULTY** currently teaching within the program
   e. **ADVISORY COMMITTEE/BOARD** members

2. Registrar's Office

   The Registrar's Office is requested to supply the review committee with information regarding:

   - number of applications for past 5 years
   - budgeted capacity for past 5 years
   - actual enrolment for past 5 years
   - enrolment analysis: full time, part time, aboriginal, female and disabled
   - number of graduates for past 5 years
   - attrition rate and analysis
   - entrance requirements and selection criteria

   The Registrar or designate may be interviewed by the review committee regarding his/her perceptions relative to the program.

3. Finance Department

   The finance department may be requested to provide the review committee with financial data dealing with the program (e.g. cost per student day).

4. The following groups will be invited to address the review committee as deemed appropriate.

   - Associated Studies/Related Studies faculty
   - Extension training consultants
   - Program directors of regional colleges
   - Support services personnel
   - Counsellors or training advisors
   - Native Services Division
   - Tutorial services
   - Education Equity counsellors

5. Canada Employment Centre/Student Placement Office/SIAST Research and Development

   These departments are requested to present information to the review committee regarding the employment patterns and employability of graduates in the specified field.

6. Professional Associations

   Input from any professional associations related to the program under review is requested when applicable.

7. Document Review

   Any relevant printed program material is reviewed (i.e. as outlined in Appendix B).

8. Facility Tour

   The committee will tour the classrooms, offices, laboratories or shop facilities and resource centres for the program under review.

FACTORS TO BE ASSESSED WHEN REVIEWING PROGRAMS

The SIAST Program Review Committee has identified the following factors to be important when determining a program's strengths and weaknesses. A description of the "indicators" of success relative to each factor has been developed after extensive consultation with various stakeholders. A complete listing of these factors and indicators can be found in Appendix D.

The factors and indicators are designed to ensure consistency in the review process across SIAST. They have been used to focus the entire data collection process for each review. The factors are <u>not</u> to be assessed in isolation but will be examined as a whole when each review committee assesses the relative health of a program. As individual factors, they serve to alert programs to areas where there is room for growth or conversely where the program is excelling.

1. Program Inputs:

   - Admission factors - entrance requirements, selection criteria, pre-admission practices
   - Education Equity - plans and implementation processes
   - Program demand and enrolment
   - Faculty qualifications
   - Program resources - facility, equipment, supplies
   - Support services - instructional and student
   - Advisory body involvement

2. Teaching-learning process:

   - Objectives
   - Curriculum content
   - Instruction
   - Student evaluation/achievement
   - Learning environment
   - Program structure and organization

3. Program Outcomes:

   - Program growth and renewal
   - Program response to industry needs
   - Employability of graduates
   - Program success - completion rates
   - Stakeholder satisfaction
   - Cost efficiency
   - Program collaboration - subject credit transfer, cored curriculum, career ladder

APPENDIX A

FINAL REPORT FORMAT

PROGRAM REVIEW

REPORT GUIDELINES

A final written report for each program review is the formal method of presenting the review committee's findings to institute and central management. To maintain consistency of reporting among the different institutes, each report should adhere to the following format.

1. LETTER OF TRANSMITTAL

The chairperson of the review committee composes a letter to the institute principal indicating that the committee has completed its work and is now ready to submit its findings to management. The letter of transmittal precedes the title page of the final report. This section of the report can be used to address the issues that the review committee wishes to bring to the attention of the principal for his consideration or immediate action. The letter indicates that the committee will consider itself dissolved once the principal has accepted the final report.

2. THE TITLE PAGE

The following is a sample of the format to be used.

XXXXXXX INSTITUTE

SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

REPORT ON THE PROGRAM REVIEW
OF THE
XXXXXXXXXX PROGRAM

for
The Principal
XXXXXXX Institute - SIAST

submitted by the

Program Review Committee

year, month, day

3. EXECUTIVE SUMMARY

A brief summary of the program review report is placed at the front of the report preceding the table of contents. This summary is to include the following information:

- a brief statement of the time frame and activities of the review team;
- a descriptive statement of the program's overall health and well being;
- an outline of the issues that are impinging on the continued well being of the program;
- a listing of the recommendations of the review committee which should be placed on a separate page.

4. TABLE OF CONTENTS

The following is a sample of the format to be used:

I. EXECUTIVE SUMMARY II
II. RECOMMENDATIONS III
III. PROGRAM REVIEW COMMITTEE 1
IV. INTRODUCTION 2
V. METHODOLOGY 3
VI. TABLE OF RESPONSE RATES 4
VII. DISCUSSION 5
VIII. PROGRAM STRENGTHS 6
IX. AREAS FOR GROWTH AND RECOMMENDATIONS . . 7
X. APPENDICES 8
APPENDIX A: PROGRAM DESCRIPTION
APPENDIX B: REGISTRAR'S REPORT
APPENDIX C: SUMMARY OF STAKEHOLDER QUESTIONNAIRES
etc.

Please note that the pages before the introduction are numbered by lower case roman numerals at the bottom of each page. Pages including the introduction up to and including the recommendations are numbered with arabic numbers at the bottom of each page. The appendices are indicated by the word "APPENDIX" in upper case letters and the accompanying capital letter at the top of each item.

5. THE PROGRAM REVIEW COMMITTEE

List the committee members, their function on the committee as well as their position, program and division at the Institute as outlined below:

Joanne Doe — Committee Chairperson
Dean of Community Service

Robert Kind — Program Resource Person
Program Head
Biological Sciences
Science and Technology Division

Barry Kones	Third Party Member Coordinator, Associated Studies Academic Services Division
Mary Smith	Ex Officio Member Dean, Science and Technology Division
Fred Gold	Industry Representative Chairperson, Biological Science Program Advisory Committee
Donna Volk	Program Review Coordinator Kelsey Institute, SIAST

6. THE INTRODUCTION

The introduction outlines the time frame for the review, specific goals of the committee, any acknowledgements and thanks for special effort by any individual or group who has been especially helpful, and any other related information.

This section of the report puts the program review in perspective.

7. METHODOLOGY

The methodology section describes the procedures used by the review team to complete its study. This section should include:

- all relevant information related to the time frames, documents and methods used to evaluate the program.
- stakeholder groups contacted, names of individuals or groups interviewed.
- any additional information needed to explain the activities of the review committee.

8. TABLE OF RESPONSE RATES

The table of response rates shows the number of questionnaires sent out to each stakeholder group, the number returned undelivered, the number returned completed and the percent response rate.

To calculate the percent response rate:

> [(the number returned completed) is divided by (the number sent less the number returned undelivered)] multiplied by 100.

The following is an example of the format to be used.

GROUP	# SENT	# RETURNED UNDELIVERED	# COMPLETED	PERCENT RESPONSE
Employers	50	10	30	75%
Graduates	100	0	45	45%
Students	32	0	32	100%
Faculty	4	0	4	100%

9. DISCUSSION

The discussion section is intended to help the reader put the program that is being reviewed into perspective. It includes a brief history and description of the program and its objectives. It describes the external and internal forces that are impacting on the program and influencing the program's capacity to achieve its objectives.

The discussion section may be used to comment on the circumstances, difficulties, and or recommendations that appear in the body of the report.

10. PROGRAM STRENGTHS

This section is a listing of what the committee feels are the strong areas of the program. This section includes a brief description of each strength with a rationale supporting the conclusion from the data.

11. AREAS FOR GROWTH AND RECOMMENDATIONS

This section is a listing of what the committee feels are the areas of the program that need to be improved. The section provides a description of each area and the rationale supporting the conclusion from the data.

The committee makes recommendations to enhance growth in each particular area needing improvement, and identifies who will be responsible for action.

12. APPENDICES

This section includes relevant survey forms, documents, detailed analyses or other information that is necessary as background information to understand and interpret the text of the report.

APPENDIX B

OUTLINE - PROGRAM DESCRIPTION

PROGRAM DESCRIPTION GUIDE

The program resource person prepares a description of the program under review. The purpose of the description is to assist the review team to be more knowledgeable about the program and to help committee members understand and appreciate the circumstances the program is currently experiencing. This guide is designed to ensure consistency and offer assistance when preparing the description. As much as possible, the description should include written documentation to describe the program to the review committee.

The description should include information on the following:

1. The history and development of the program. Include important changes that have occurred since inception.

2. The program's mission, goals and objectives.

3. The program strengths and areas for growth as seen by the program.

4. Employability of graduates - identify the existing job opportunities, describe the reputation of the program in the occupation or industry.

5. The student profile:

   - characteristics of the students (age, gender, education equity, sequential/non-sequential, educational background)
   - factors influencing retention/attrition within the program.

6. The learning process:

   - adult education/philosophy and practices
   - curriculum options
   - delivery options (part-time, full-time, extension)
   - instructional methods
   - theory/practice ratio
   - evaluation methods
   - schedules/student workload
   - student support services - library, counselling, job placement
   - equipment/resources needed
   - faculty : student ratio (adequacy)
   - physical facilities - space, safety
   - Education Equity implementation plans and student support systems
   - process for ensuring currency and relevancy to occupation or industry needs
   - collaboration with other programs or institutions.

7. Staffing/Workload concerns.

   - instructional support services.

8. Field Placement: elaborate on concerns/issues, i.e. liaison, suitability.

9. Documentation:

- Program brochure and/or other program information provided to public
- Description of pre-admission practices
- Listing of:
  - Student costs - tuition, fees, texts, etc.
  - Faculty - qualifications, full-time/part-time status
- Sampling of course outlines/descriptions, assignments, projects
- Descriptions of placement activities (practicums)
- Evaluation standards and tools
- Timetables
- Program regulations affecting students
- Skill profile, DACUM chart, task analysis, or program outline
- Any professional standards in existence, accreditation reports
- Copies of the three most recent advisory committee minutes
- Any other pertinent information that will assist committee members to understand the program.

APPENDIX C

REGISTRATION DATA MATRIX

SIAST PROGRAM PROFILES (July 1 – June 30)
FIVE YEAR SUMMARY

Registrar to Complete:

Institute _____ Program Name _____

Applications to June 30 Annually					
Qualified Applicants on Wait List					
Budgeted Capacity					
FTE Students					
FTE Faculty					
Total Annual Enrolment					
Enroled Full–time					
Enroled Part–time					
Continuing Students					
Female Enrolment Attrition					
Aboriginal Enrolment Attrition					
Disabled Enrolment Attrition					
Visible Minorities Enrolment Attrition					
Work Term Enrolment					
Graduates					
Completers					
Leavers					
Program Success Rate (%) (Graduates, Completers, Continuing divided by Total Annual Enrolment)					

Graduate Employment Survey Results:

(mid–June each year)

Graduate Employment Statistics						
% Training Related Employment						
	% Full–time Employment					
	% Part–time Employment					
	% Self–Employed					
% Non–training Related Employment						
% Unemployed						
Average Salary (full–time, training, related employment)						

Institute Finance to complete:

Total Cost Per Training Day						
	Direct Cost					
	Indirect Cost					
	Number of Training Days					

APPENDIX D

INDICATORS OF SUCCESS

EXAMINATION OF FACTORS IN THE PROGRAM REVIEW PROCESS

FACTORS	INDICATORS	SOURCES OF INFORMATION
1. PROGRAM INPUTS:		
ADMISSION	1. Program entrance requirements and selection criteria are clearly expressed, accurate, published and consistently followed.	Document review. Interview with Registrar.
	2. Program entrance requirements are based on the knowledge and abilities needed to succeed in the program.	Survey with students, advisory body, and faculty. Interview with Registrar and counsellors.
	3. Program information provided to the public enables potential applicants to determine how well their ability matches those required for successful entry into and participation in the program.	Interview with Registrar and counsellors. Document review.
EDUCATION EQUITY	1. The program has a written plan and process to implement education equity objectives.	Review of program description. Survey faculty and advisory body.
	2. Program enrolments include representation from target groups which increasingly approaches or exceeds SIAST Education Equity policy objectives.	Data from Registrar and education equity counsellor. Interview with education equity counsellor, counsellors of students of Aboriginal ancestry and Registrar.
	3. Non-instructional services and assistance (e.g. counselling, facility modifications) are provided as required to equity students to promote their success.	Survey faculty. Interview with education equity counsellor, counsellors of students of Aboriginal ancestry and equity students. Review of program description.
	4. Teaching approaches are appropriate to address the needs of equity students.	Survey faculty. Interview with education equity counsellor, counsellors of students of Aboriginal ancestry and equity students. Review of program description.

	5. Retention rates for the target groups increasingly approaches or exceeds the non-equity program retention rates.	Data from Registrar and/or education equity counsellor. Interview with Registrar, counsellors of students of Aboriginal ancestry and education equity counsellor.
	6. Written policies and curriculum materials are free of cultural, racial and gender bias.	Document review. Interview with education equity counsellor, counsellors of students of Aboriginal ancestry and equity students.
PROGRAM DEMAND/ ENROLMENT	1. The program maintains enrolment at or near budgeted capacity.	Data from Registrar. Interview with Registrar.
	2. Qualified applicants exceed the number of training spaces.	Data from Registrar. Interview with Registrar.
	3. Industry indicates a stable or increasing need for graduates at present and in the future.	Data from Labour Market Analysis (CEC, Work Placement, SIAST Research and Development). Survey employers, graduates and advisory body. Interview work placement officer.
FACULTY QUALIFICATIONS	1. Instructors have educational preparation and experience equal to or exceeding the minimum set by regulating bodies, accrediting agencies and SIAST.	Review of program description. Survey faculty.
RESOURCES	1. <u>Facility</u>	
	a) The physical environment (classrooms, laboratories, workshops, resource rooms) is conducive to student learning.	Review of program description. Survey advisory body, student and faculty. Facility tour.
	b) The physical environment reflects current industry/ occupational standards.	Survey advisory body and faculty. Facility tour. Review of program description.
	c) Adequate office space is provided for instructors.	Survey faculty. Facility tour.

	2. Equipment	
	a) Equipment, tools and supplies are adequate (quantity, quality, currency, accessibility) to support the attainment of instructional objectives.	Review of program description. Survey faculty, advisory body and students. Facility tour.
	b) The program has a long-term plan for maintenance and renewal of capital equipment.	Review program description. Interview with dean and program head.
	c) Instructors are able to obtain supplies, materials and repair services to maintain continuity of instruction.	Survey faculty. Review of program description.
SUPPORT SERVICES	1. Instructional support services (e.g. storekeeper, clerical support) are adequate to facilitate delivery of the program.	Survey faculty. Review of program description. Interview student support services.
	2. Student support services (e.g. registrar services, counselling, library) are accessible and promoted by the program.	Survey students and faculty. Interview counsellors, student support services and Registrar.
ADVISORY BODIES Committee/Board	1. The advisory body is functioning according to SIAST policy.	Survey advisory body. Review of program description. Document review. Interview with dean and program head.
	2. Recommendations from the advisory body are considered and formally responded to in a timely manner.	Document review. Review of program description. Survey advisory body. Interview with dean and program head.

2. TEACHING - LEARNING PROCESS

OBJECTIVES	1. The program has a clear statement of goals and objectives that reflect occupational requirements and focus all aspects of program activity.	Document review. Review of program description. Survey faculty and advisory body. Interview with related/general studies.
	2. Goals of the program are consistent with the mission and mandate of SIAST.	Document review. Interview with dean and program head.
CURRICULUM CONTENT	1. Curriculum content is derived from program and course objectives.	Document review. Survey faculty. Interview with related/ general studies.
	2. Curriculum content is relevant and current for occupation requirements.	Document review. Survey faculty, graduates, and advisory body. Interview with related/ general studies.
	3. Curriculum content is organized in a logical sequence.	Document review. Survey faculty and students. Interview with related/general studies.
	4. Curriculum materials and resources (e.g. learning guides, audiovisual resources, textbooks, instructor handouts, reference materials) effectively facilitate student learning.	Document review. Survey faculty and students. Interview with related/general studies.
INSTRUCTION	1. Course objectives form the basis for instruction.	Survey students and faculty. Document review. Interview with related/general studies.
	2. The ratio of faculty to students allows for effective teaching and learning.	Survey students and faculty. Document review. Interview with related/general studies.
	3. Instructors are available for individual assistance to students.	Survey students and faculty. Interview with related/general studies.
	4. Instructional methods are effective for achievement of course objectives.	Survey students and faculty. Interview with related/general studies.

	5. Student learning activities are effectively scheduled.	Survey students and faculty. Document review.
	6. The ratio of theory to practice in the program allows for achievement of course objectives.	Survey students, advisory body and faculty. Document review. Interview with related/general studies.
	7. Program length is appropriate for attainment of course and program objectives.	Survey students, advisory body and faculty. Document review. Interview with related/general studies.
STUDENT ACHIEVEMENT/ EVALUATION	1. Course objectives form the basis for student evaluation.	Survey students and faculty. Document review. Interview with related/general studies.
	2. Students know in advance what they are expected to learn and do, how they will be evaluated and what level of performance is expected.	Survey students and faculty. Document review. Interview with related/general studies.
	3. Students receive timely and constructive feedback relative to their progress in the program.	Survey students and faculty. Document review. Interview with related/general studies.
	4. The methods and frequency of evaluation are appropriate for the knowledge, skill and attitude being measured.	Survey students and faculty. Document review. Interview with related/general studies.
LEARNING ENVIRONMENT	1. Interpersonal relationships/ communication (faculty, support staff, students, management) within the program foster a positive learning environment.	Survey faculty and students. Interview with related/general studies.
	2. The program accommodates the unique and changing characteristics of diverse adult learners.	Survey faculty and students. Interview with related/general studies.
	3. Program policies and procedures (e.g. student behaviour management, attendance policies) affecting student progress are:	Document review. Survey students and faculty. Interview with dean and program head.

	a) documented b) reasonable c) shared with students and faculty d) consistently followed.	
PROGRAM STRUCTURE AND ORGANIZATION	1. Program is effectively organized and structured to maximize student learning by:	Survey to faculty. Document review. Interview with dean and program head.
	a) utilization of human resources b) utilization of physical resources	

3. PROGRAM OUTCOMES

PROGRAM GROWTH AND RENEWAL	1. The program implements a realistic and achievable plan for:	
	a) determination of future program directions	Document review. Interview with dean and program head.
	b) ongoing curriculum maintenance (review and revision)	Document review. Interview with dean and program head. Survey faculty.
	c) gathering regular feedback from individuals/groups who have a vested interest in the program to validate goal direction and achievement.	Document review. Interview with dean and program head. Survey faculty, students, employers and advisory body.
	d) encouraging faculty to remain current in their field of expertise and to develop as professional educators.	Document review. Interview with dean and program head. Survey faculty.
PROGRAM RESPONSE TO INDUSTRY NEEDS	1. Curriculum is reviewed in relation to industry needs at least every five years.	Review of program description. Interview with dean and program head.
	2. The program is responsive to trends and changes in industry/ occupational practice.	Survey faculty, employers and advisory body.

EMPLOYABILITY OF GRADUATES	Graduates possess the required knowledge, skills and attitudes for current industry/ occupational positions.	Survey graduates, faculty, advisory body and employers. Document review Graduate Employment Survey (GES).
PROGRAM SUCCESS	Eighty percent of enroled students successfully complete what they registered for, graduate from the program, or have left for training related employment.	Data from Registrar. Interview with Registrar.
STAKEHOLDER SATISFACTION	1. Stakeholders agree that the quality of education a student receives is high.	Survey faculty, students, graduates and advisory body.
	2. Stakeholders indicate satisfaction with the overall program.	Survey faculty, employers, students, graduates and advisory body.
COST EFFICIENCY	Program demonstrates effective utilization of budget to facilitate the attainment of program objectives.	Interview with dean and program head.
PROGRAM COLLABORATION	1. Program works towards collaborative relationships with other SIAST programs to ensure credit transfer, career pathing and subject matter coring.	Document review. Interview with dean and program head.
	2. Program works towards collaborative relationships with other adult learning institutions to facilitate access to further educational opportunities for students.	Document review. Interview with dean and program head.